



**NORTHCENTRAL UNIVERSITY  
ASSIGNMENT COVER SHEET**

Student: **Michael Higley-Vance**

**THIS FORM MUST BE COMPLETELY FILLED IN**

**Follow these procedures:** If requested by your instructor, please include an assignment cover sheet. This will become the first page of your assignment. In addition, your assignment header should include your last name, first initial, course code, dash, and assignment number. This should be left justified, with the page number right justified. For example:

DoeJXXX0000-1

1

**Save a copy of your assignments:** You may need to re-submit an assignment at your instructor's request. Make sure you save your files in accessible location.

**Academic integrity:** All work submitted in each course must be your own original work. This includes all assignments, exams, term papers, and other projects required by your instructor. Knowingly submitting another person's work as your own, without properly citing the source of the work, is considered plagiarism. This will result in an unsatisfactory grade for the work submitted or for the entire course. It may also result in academic dismissal from the University.

**EDU7006-8**

**Dr. Rebecca Watts**

**Quantitative Research Design**

**Activity #5b: Explore Quasi-  
Experimental Designs**

**Comments:**

**Faculty Use Only**

~~<Faculty comments here>~~ Michael, your analysis of the Goldberg study was very good. I made a few comments in your responses. I am going to send you a pdf file of this research study. I made some comments in the study that should be helpful to you. As you read literature for your dissertation research, you will critically analyze research studies much like you did on this assignment. You want to identify the theoretical frameworks that are used to explain the relationship between variables. You want to identify the independent, dependent, mediating, and moderating variables used in a study. You will read many of

these studies as part of your literature review. It is these studies that will inform you on how to conduct your research. Thus, you want to read lots of this research and you want to analyze individual studies and synthesize across studies in order to determine how your research will “fit into” the existing body of research. I am attaching an excel file that I usually share with my students. You will see columns for different research elements. I encourage students to complete this file for each research study that they read and then write an annotation based on the information in those columns. I hope you find the tool useful as you begin to read research for your dissertation study.

Score - 100



chart for summaries.doc

<Faculty Name>

<Grade Earned>

<Writing Score>

<Date Graded>

### Explore Quasi-Experimental Designs: Activity 2

For this assignment, read the article by N. Goldberg located in the Books and Resources for this week and answer the following questions:

1. What research question(s) does the study address? Two hypothetical premises were presented in the study, which addressed one overarching question. The question asked whether English-speaking or French-speaking children respond more positively to products advertised on American children's TV after being exposed to a certain amount of TV. "Does viewing more TV advertising lead to wanting more toys or vice versa?" (Goldberg, 1990, p. 446).
2. What is Goldberg's rationale for the study? Was the study designed to contribute to theory? Do the results of the study contribute to theory? For both questions: If so, how? If not, why not? Goldberg (1990) discusses a two decades old debate about children's vulnerability to free market economics and the efforts to regulate TV advertising directed towards children. In 1978 lobbyist groups petitioned the FTC to remove TV advertising targeted towards children six and younger however, the FTC could find no reason to implement a ban. By 1988 critics were urging Congress to allow a reinstatement of an industry wide code limiting TV advertisements aimed at children. Previous experiments into the effects of TV commercials demonstrated that food advertisements had a significant impact on the children's snack choices to which they were exposed (Goldberg, 1990). [1] Goldberg (1990) recognized the weaknesses and strengths of the previous correlational studies and chose to assess these same questions using a quasi-experimental approach. Goldberg determined that using a quasi-experimental approach would incorporate the correlational and experimental approaches by incorporating some

advantages of both designs. More specifically, the quasi-experimental design allows for researchers to determine a casual relationship between the variables in a real world context making it an ideal design (Goldberg, 1990).<sup>[2]</sup>

3. What constructs does the study address? How are they operationalized? The constructs used in this study were age, cultural background, TV exposure, and geographic location. Using a between-group, within-group, and supplemental-between group analyses operationalized the constructs presented. When you are asked to operationalize the variables, this means that you want to explain how they are measured. For example, how did they determine the amount of exposure to television programs for the two groups of children?
4. What are the independent and dependent variables in the study? The dependent variables were awareness of toys, children's cereal choices, and parent occupation. Toys and cereals advertisements were selected because they comprised of more than half the TV advertisements directed towards children (Goldberg, 1990). The child's cultural background, as <sup>[3]</sup>indicated by the language spoken, served as the independent variable in the between-groups analyses. The number of ACTV programs viewed by each child served as the independent variable in the within-group analyses (Goldberg, 1990).
5. Name the type of design the researchers used. The type of design used in this research was a nonequivalent control group posttest-only design. quasi-experimental design and yes, there were nonequivalent groups for which one measurement was recorded.

6. What internal and external validity threats did the researchers address in their design?

How did they address them? Are there threats they did not address? If so how does the failure to address the threats affect the researchers' interpretations of their findings? Are Goldberg's conclusions convincing? Why or why not? Goldberg (1990) addressed threats to internal validity, which included: history and selection of subjects. The only two threats to external validity present in the study were reactive effect of testing and reactive effects to experimental arrangements. Threats to time and location (history) were considered and addressed by providing the assessment questionnaire to children in June and July (Goldberg, 1990). Administrating the questionnaire during the summer months, to both groups, helped to ensure time was not a factor in the children's responses. The threat to selection of subjects was addressed by selecting groups of children from two cultural backgrounds where in one location advertisement laws had once been enforced. Additionally, the questionnaire included a question that asked about income in order to compare income levels between cultural backgrounds (Goldberg, 1990). Good discussion here! You identified several methodological procedures that helped to reduce threats to validity.

Two threats did not appear to be addressed in the study. Effects of testing can be considered a threat to internal and external validity. Posttest questionnaire results could be skewed as a result of children's exposure to the pretest questionnaire. The design of the study creates both an internal and external testing threat due to the influence the pretest may have on children's answers to the posttest questionnaire assessment results. Additionally, there is no way to ensure that the posttest results are not a factor of prior settings and experiences of children's exposure (Trochim & Donnelly, 2008). The

inability to control all factors in selecting a nonequivalent group creates a reactive effect of experimental arrangements threat (Jackson, 2012). Failure to address these threats could cause researchers to miss a cause-and-effect relationship or conclude a relationship, which does not really exist. Therefore, if a study shows a low degree of internal validity then researchers must conclude that there is no evidence of causality (Trochim, 2006).

### References

- Goldberg, M. E. (1990). A Quasi-Experiment Assessing the Effectiveness of TV Advertising Directed to Children. *Journal Of Marketing Research (JMR)*, 27(4), pp. 445-454.
- Jackson, S. L. (2012). *Research methods and statistics: A critical thinking approach*. Belmont, CA: Wadsworth Cengage Learning.
- Trochim, William M. (October 20, 2006). The research methods knowledge base, 2nd edition. Retrieved from <http://www.socialresearchmethods.net/kb/expequi.php>
- Trochim, W. M., & Donnelly, J. P. (2008). *Research methods knowledge base*. Mason, OH: Atomic Dog